

CHAPTER I

INTRODUCTION

This chapter provides some points such as research background, research problems, research objectives, scope and limitation, research significance and definition of key term. For further, they will be explained as bellow:

1.1 Research Background

Teaching preparation is about how teachers should prepare and offer some frameworks for looking at distinctive approaches and alternatives. Nowadays, many critics have questioned the role of teacher preparation as a main key to classroom effectiveness. Available researches support the idea that well-prepared teacher is important. They reveal that there are advantages to students of having teachers with preparation. Students' achievement and motivation show improved when they have well preparation teacher. Moreover, teachers with good preparation define their quality.

A well-prepared teacher makes class effective rather than those who do not prepared. According to Darling (2006), the leading factor in effective teaching is teacher preparation and knowledge of teaching and learning, subject matter knowledge, experience, and the combined set of qualification measured by teacher licensure. According to Donovan et. al. (2005), they reinforcement Darling statement, classroom will be effective when teachers have a deep knowledge of the subject, an understanding of how people learn, and an ability to use principles of learning and teaching to stimulate student learning and achievement. Well-prepared teachers understand and are able to apply strategies to increase students'

achievement, motivate and engage students, diagnose learning need, and stimulating learning environment. However, well-prepared teacher related to the quality of teaching and learning activities.

A study in National Council for Accreditation of Teacher Education (National Council for Accreditation of Teacher Education [NCATE], 2008) published that there are two components that are critically important in teacher preparation. They are teacher knowledge of the subject to be taught, and knowledge and skill in how to teach that subject.

Teacher knowledge of the subject to be taught is important thing. Many tasks of teaching in the classroom, such as selecting worthwhile learning activities, giving helpful explanations, asking questions, and evaluating students' learning, all depend on the teacher's understanding of what it is that students are to learn. The role of subject matter helps students learn subject matter involves more than the delivery of facts and information. The teacher knowledge must contribute to creating students' understanding. In many cases, Indonesian English language teacher often ask the students do the worksheets rather than practice the language. It could show that the teacher has no preparation or less knowledge of the subject. Second part also critically important in teaching preparation is knowledge and skill in how to teach.

Knowledge and skill in how to teach is teachers' competence. Teacher preparation cannot separate from pedagogical aspect. Previous experience in teaching, clinical preparation and pre-service program such as microteaching and internship are beneficial skills for the teachers. In commonly cases especially in

Indonesia, the teachers only explain the subject, they did not transfer the subject to the students' knowledge. The teacher also tends to ask the students to memorizing not understanding the subject. It means the teacher less idea to teaching the subject. However, teacher preparation is needed and also content of knowledge and pedagogy how to teach must be parallelize to determine what the teacher should be prepared.

To support the background of study, an expert study has been conducted. It is necessary to know the studies from several researchers about the teaching preparation. According to Wilson et. al. (2001), in the report of Center for the Study of Teaching and Policy, they concluded that there is a positive connection between teachers' preparation in subject matter and their performance in the classroom. The researcher also said that the way subject matter is taught need to be restructured to give the students better understanding. In Indonesia, English language teacher need to be focus on teaching strategies and teaching approach. To increase the students' achievement, they need to be creative to teaching English rather than ask making worksheet or memorizing.

In Indonesia, the quality of English teacher is not particularly satisfying. According to Luciana (2016), the main issue of English language teacher in Indonesia related to competence and qualification. The teachers were employed without any consideration whether or not they have relevant qualifications and adequate English proficiency (Chodidjah, 2008a; Sadtono, 2007). Additional research also argued that the teacher not only limited with English proficiency but they have limited with skills in terms of pronunciation, spelling, the use of

technology in language teaching, classroom management, the use of textbooks and teaching materials. Thus, being English teacher is not a single step and taking longer time.

Finally, based on the background the researcher is interested in teaching preparation for English teacher at SMP Muhammadiyah 12 Paciran. Besides, teaching preparation for English teacher at SMP Muhammadiyah 12 Paciran never been investigated yet.

1.2 Research Problems

According to research background above, the research problem is as follow:

How is the teaching preparation designed by English teacher at SMP Muhammadiyah 12 Paciran?

1.3 Research Objective

In general, this study aimed at analyzing preparation by English teacher at SMP Muhammadiyah 12 Paciran. In particular, this study aimed at:

Describing the teaching preparation designed by English teacher at SMP Muhammadiyah 12 Paciran

1.4 Scope and Limitation

This study focuses on observing teaching preparation and needs to deeply interviewing to the subjects of the study to get accurate data. The subject is the English teachers in SMP Muhammadiyah 12 Paciran.

1.5 Significance of Study

The result of this study is expected give both theoretical and practical significant. Theoretically, this research is expected to give more information about how is English teacher prepare to make effective classroom. This study also would give additional information about teaching preparation. As the result, English teacher will able to prepare for making classroom effectively.

Practically, this researcher expects this kind of study will give benefit references for those who interest in develop this study further and also for those who want to apply the result of this study the researcher will be gladly thankful. The researcher hopes this study will be beneficial and useful for everyone.

1.6 Definition of Key Terms

The researcher presents some definition of key term to avoid misunderstanding in interpreting this study.

1. Teaching is showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand (Siddiqui, 2004).
2. The teacher is an expert who is capable of imparting knowledge that will help learners to build, identify and to acquire skills that will be used to face the challenges in life (Sange, 2000).
3. Preparation is step-by-step meticulous process as getting ready for something leads to ultimate accomplishment (Shapiro, 2008).